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ABSTRACT

The Coimbra (Portugal) Community Awareness Project is intended to remedy the social problems caused by migration by helping a local community take responsibility for its own affairs, understand the interactions at work, and enable both residents and emigrants to benefit together from migration. The project operates at several levels under the auspices of various international, national, and church bodies. For example, Caritas provides community development activities for people of all ages, the Directorate General of Adult Education focuses on literacy and basic education, cultural preservation, crafts, and creative expression, and the Intergovernmental Committee for Migration programs provides French and English classes. Site visits by project representatives reveal that interagency links seem fragile, schools and industries are not well represented in the project, and efforts toward regional economic development have been unsuccessful. However, after several years of operation, some positive results can be seen such as increasing demands to participate, increasing geographical expansion, growing community participation, and improved project leader skills and methods. The method of using cooperating local bodies to operate a community-wide program on the basis of real needs is transferable to other locations. Cooperation between both host and origin countries is essential to improving migrant status. (SB)

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The CDCC's Project No. 7 :

"The education and cultural development of migrants"

THE COIMBRA COMMUNITY AWARENESS PROJECT

(Portugal)

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School Education Division

STRASBOURG
1983

Strasbourg 20 May 1983 DECS/EGT (83) 9

CDCC Projet No. 7:

«Education and Cultural Development of Migrants»

THE COIMBRA COMMUNITY AWARENESS PROJECT
(Portugal)

Report on the visit by the experts of Project Group No. 7

by

Ms. Micheline REY

The views expressed in this report are those of the author and do not necessarily reflect those of the Council of Europe's Council for Cultural Co-operation or of the Secretariat.

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1. INTRODUCTION

The visit to the Coimbra project on arousing community awareness from an inter-cultural angle in an area of high emigration -(Sensibilização comunitaria numa optica de interculturalisme em meio de forte emigração) was the second visit carried out under Project No 7 on the education and cultural development of migrants. While the first visit had been concerned with an operation in a host country (United Kingdom, Coventry) it seemed interesting and worthwhile from the point of view of inter-cultural theory and practice to see how such an option could be applied in a country of emigration.

The visit took place from 23 to 27 November 1982. The experts taking part, all members of the Project Group, were Mr Hüsnü Arici (Turkey), Mr Paolo Dalessandro (Italy), Mr Hans Joachim Dumrese (Federal Republic of Germany), Mr George Markou (Greece), Ms Marie-Claire Rosiers (Belgium) Ms Annamaria Trusso (Council of Europe Secretariat) and the author (Switzerland). The visit was arranged by Ms Teresa Quintela, Ministry of Education, department for primary and secondary Portuguese teaching abroad (Serviço de Ensino de Português Basico e Secundário no Estrangeiro), Lisbon and Ms Maria Beatriz Rocha-Trindade, of the Secretariat of State for Emigration and Portuguese Communities, Migration Study Centre (Nucleo de Estudos das Migrações), Lisbon.

The participants travelled from Lisbon to Curia, where they stayed during the visit and met several of those involved in the project, most of whom accompanied the experts throughout the visit, affording ample opportunity for discussion. It was at Curia that the briefing and presentation sessions took place. A coach was available for visits to the various localities.

The programme was as follows:

Wednesday 24 November 1982

- Welcoming address by Ms Teresa Quintela
- Presentation of the project on arousing community awareness by Ms Maria Beatriz Rocha-Trindade
- Presentation of the socio-economic characteristics of central Portugal, by Mr Joaquim Fernando Nogueiro, central region co-ordinating committee. (Comissao de Coordenação da Região Centro)
- Brief account of the history and demographic aspects of Portuguese emigration, with special reference to the district of Coimbra, by Mr Jorge Arroteia (University of Aveiro)
- Evening: Portuguese song and dance show by a folk group from the University of Coimbra.

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Thursday 25 November 1982

- Presentation of work by Caritas and the Diocese Migration Secretariat (Secretariado Diocesano das Migrações em Coimbra) by Father Antonio Sousa, Coimbra Diocese branch of Caritas (Caritas Diocesana de Coimbra)

- Presentation of field work in an area of high emigration with reference to two examples: the municipalities of Seixo de Mira and S. Caetano by Mrs Ana Maria Cristovão, Coimbra Diocese Migration Secretariat/ Coimbra Diocese branch of Caritas.

Afternoon:

- visit to the region of Cantanhede

- visit to Caritas in Coimbra and presentation of work by the Inter-governmental Committee for Migration (ICM): The inter-cultural approach in teaching a foreign language, by Mr A V Kottek, IMC.

- Evening: visit to Seixo de Mira and S. Caetano: classes in French, community development and literacy, with Ms Ana M Cristovão, Ms Jacira Ascenção, Luisa Esteves, Diocese Migration Secretariat/ Diocese branch of Caritas

Friday 26 November 1982

- Discussion on adult education in Portugal with reference to migration, with Ms Helena Rocha, Ministry of Education, Directorate General of Education, Coimbra District Co-ordination (Coordenação Distrital de Educação de Adultos de Coimbra).

- Afternoon: visit to Coimbra

- Evening: study visit to Pombal: adult education classes, with Mr Antonio Novais, Adult Education Co-ordination for the district of Leiria.

This report seeks both to describe and assess the Coimbra community awareness project from the point of view of visitors from different backgrounds. It seeks therefore to present the project in context, on the basis of the information supplied, then to illustrate it from observation and discussions during the visits. The experts taking part each drafted a brief report for the author, and these will be taken into account in the analyses and assessment of the various aspects of the project.

2. CONTEXT: HISTORY, DEMOGRAPHY AND MIGRATION

2.1 Emigration has always been an important phenomenon in Portugal. In the 15th century it increased following the colonisation of the Atlantic islands and the need to defend the fortresses scattered along the coasts of Africa and in the eastern isles. From the 15/16th centuries until the first half of the 20th century, emigration was mostly to Brazil. Beginning

in the 1960s, there was a shift towards migration within Europe. Whereas emigration to Brazil accounted for 80% of the total at the beginning of the 20th century, by 1963 there was more legal emigration to France than to Brazil. Since then the trend has been accentuated.

Over these last thirty years emigration has been more varied: to France (a half), Brazil. Germany, United States, Canada, Venezuela and even South Africa. While Portuguese emigrants in Europe have been mainly from the mainland, those leaving for elsewhere have to some extent also come from the islands (the Azores and Madeira).

Whilst the number of Portuguese living abroad rose from 100,000 to 150,000 over the previous four centuries, it has significantly increased in the 20th century. The Portuguese diaspora at the end of the 1980s will probably amount to 4 million.

Those emigrating within Europe usually come from the land and abroad become semi-skilled workers, labourers and apprentices. Migration was once predominantly male, but this has changed with workers being joined by their families. At present, it concerns mainly young people of both sexes up to the age of 14, mainly male adults between 25 and 29 and adults aged 35 to 44. This pattern has affected the agricultural community in Portugal, where most of the work has had to be done by women, particularly older women.

Although Portugal as a whole is concerned by migration, not all regions are equally affected. Emigration affects mainly the districts to the north of the Tagus: Vizeu, Porto, Aveiro and also Coimbra, Braga and Guarda. The root of the problem in fact seems to lie in the unbalanced development as between different regions. Emigration is in direct proportion to the lack of means of livelihood and population density. Although, by and large, the country has benefited from this emigration (particularly through the inflow of currency from its emigrants), regional differences have become more acute: the poorest regions are those which have profited least from the currency sent home by emigrants. It is found accordingly that only regional economic development, job creation and investment in the region could encourage emigrants to return to their homes and contribute to more balanced regional development.

2.2 The Coimbra project covers the whole of the diocese of Coimbra, which includes all the district of Coimbra plus several municipalities in the districts of Leira, Aveiro, Viseu and Santarém. It covers a region badly affected by emigration. The district of Coimbra lies in the coastal centre, one of the best-off parts of the country. But the extent of migration is explained by the contrasts and unequal distribution of resources.

While the coastal part of the district, to the west, is flat, the remainder is mountainous and makes development difficult. The road network is more extensive on the coast than inland. Half of the district's total area is suitable for agriculture and stock farming, 10% provides forestry resources, 40% is considered unproductive.

The population is very unevenly spread. In 1970 there were four inhabitants per square kilometre in the mountainous regions (Pamilhosa da Serra) and 350 per square kilometre in Coimbra. While the primary sector generally predominated, the proportion of the population engaged in farming ranged from 73% in Pamilhosa da Serra to only 12% in Coimbra.

Services are concentrated in the region's main urban centre, Coimbra (population approx 78,000 in 1975), a university town which accounts for the greatest number of specialists, doctors, public departments and branches of the central and regional administration. Industrial activity (raw materials, ceramics, cellulose) is mainly either at the edge of this centre or at Figueira da Foz, the district's second-largest town (population 18,000 in 1975).

Migration from Coimbra, although not affecting all localities to the same extent, has followed the general trend of Portuguese mainland emigration with regard to both numbers and destinations: a marked preference for Brazil until the 1960s, then more within Europe. From 1955 to 1974, France absorbed over 40% of legal emigration from the district of Coimbra, Brazil 26%, followed by Germany, Canada, the United States, Venezuela and South Africa. Illegal emigration, for which figures are less reliable, would probably confirm this trend. Measures taken in European countries from 1974 onwards to restrict immigration brought Portuguese emigration sharply to a halt. This migration has an impact on the resident population: falling numbers (40,000 departures between 1960 and 1970), migration to the main centres, imbalance between the sexes and in the age pyramid, currency transfers and investment in building, alteration of the landscape and social changes.

3. MAIN PRINCIPLES AND IMPLEMENTATION OF THE PROJECT

3.1 The idea of a pilot project was put forward by the Emigration Secretariat, with two aims in mind.

The first was to take into account changes arising out of the new pattern of Portuguese emigration within Europe. The smaller distance between the points of departure and arrival made movement to and fro easier; such movement was at first haphazard, then more regular, maintaining steady contact between Portuguese at home and abroad; it enabled short-term projects to be put into effect and provisional decisions to be reached. This resulted in a kind of «commuting» and in situations of «bi-polar interaction» in each of the social and geographical settings involved, giving rise to internal conflict, confrontation between values and choices.

The inter-cultural approach presented by CDCC Project No. 7 drew attention to the interdependence between individuals and cultures via migration movements and to the need for acceptance and enhancement of different cultures living together. Whereas hitherto this interaction had been analysed mainly in the host countries, it seemed interesting and worthwhile to explore its nature and operation in an emigration country.

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A first attempt aimed at «returning» Portuguese emigrants provoked reactions from the local community: an attitude of mutual lack of understanding, suspicion and even jealousy. We found that a gap is being created within the local community where ambiguous behaviour can be observed, fluctuating between admiration and criticism on the part of both emigrants and residents. The situation has worsened since many European countries have called a halt to further immigration.

Previously, emigration had been regarded by everyone as a possibility that was always open. Now that the possibilities are reduced, those still living in Portugal regard those who have been able to emigrate as privileged. Accordingly, action aimed at emigrants alone could not provide the remedy to the problems encountered; an operation had to be mounted which allowed for the needs of the whole of the community.

The notion of bi-polar interaction illustrates the interdependence (often involving conflict, and these conflicts have to be identified and overcome) between various partners:

- the foreign community confronts the emigrant with new ways of living: consumption, dress, interior decoration and use of living space, children's education, ways of dealing with important or joint affairs, aspirations of all kinds.

- The emigrant, whose socialisation began in Portugal, does not apprehend this new way of living completely independently, but on the basis of his own country's codes of values. As he comes into contact with other people and other cultures, he evolves and has to make choices. Even so, he retains ties with those who remain behind. But his roots are fragile because they give rise to conflict.

- Members of the family staying at home remain dependent, emotionally always and financially often, on those who have emigrated. But without contact with other people and other cultures they have not experienced the changes which have occurred and are not always able to understand them and adjust to them.

- The community of those who have stayed at home, whether they be tied to the emigrants by bonds of family relationship or simply of friendship or neighbourhood, constitute a social entity whose operation and relationships, code of values and the judgement it makes of others and of itself are directly or indirectly affected by migration. It is destabilised (economically, socially and psychologically), and this may entail negative or positive consequences.

The pilot project, taking these various phenomena into account, was intended to remedy the social problems caused by migration, by helping a local community to take responsibility for its own affairs, to understand the interactions at work and to benefit together, both residents and emigrants, from migration.

3.2 Methodologically, the Secretariat of State for Emigration wished to identify the population that was to be covered, so that results could be evaluated.

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Local responsibility was entrusted to an existing, firmly established body assisted by various bodies already operating in the community.

Accordingly the Coimbra community awareness project is run, at the various levels, by the following bodies:

Institutional supervision:	Secretariat of State for Emigration and Portuguese communities
Local co-ordination:	Diocese Migration Secretariat/Caritas
Adult education:	Directorate General of Adult Education (regional delegations for Coimbra and Leiria) of the Ministry of Education; State Secretariat for Employment (Regional Directorate for the central region) of the Ministry of Labour
French classes:	Intergovernmental Committee for Migration/ Education Bureau of the French Institute in Coimbra

Three groups are involved:

- the sponsors of the project, who provide co-ordination via the migration study centres of the Secretariat of State for Emigration and the Coimbra Diocese branch of Caritas;

- the group of leaders and teachers, (within the national adult education plan);

- the target public.

The operation was preceded by preparatory work:

- collection of documentary material on Portuguese emigration for social workers involved in community development;

- provision of information for these persons about the problems of migration, presentation of the objectives of various parts of the project, techniques and training;

- collection of data on local situations with regard to emigration and selection of localities and target groups who might be interested in the schemes envisaged.

The table on the following page describes the schemes implemented and the initial (1980-81) target groups, and the development of the project in 1981-82 and 1982-83.

These schemes, which have provided the impetus for the activity of the various bodies involved, use their infrastructure and form part of a wider programme.

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PLACE \ YEARS	Information			French classes			Adult education			Community development			Youth groups			Women's groups			Vocational training		
	1980 - 81	81 - 82	82 - 83	1980 - 81	81 - 82	82 - 83	1980 - 81	81 - 82	82 - 83	1980 - 81	81 - 82	82 - 83	1980 - 81	81 - 82	82 - 83	1980 - 81	81 - 82	82 - 83	1980 - 81	81 - 82	82 - 83
COIMBRA	x	x	x																		
POMBAL	x	x	x										x	x	x						
Seixo de Mira (Mira)						x		x	x	x	x	x	x	x	x						
Carapelhos (Mira)						x				x	-	-				x	-	-			
S. Caetano (Cantanhede)						x		x	x	x	x	x	x	x	x						
Alencarce (Soure)						x															
Simões (Soure)					x	x															
Sobral (Soure)					x	x															
Lagoa Parada (Ansião)						x															
Rogadouro (Ansião)						x															
Ilha (Pombal)						x															
Vale [illegible] (Abiul-Pombal)				x	-	-															
Roma[illegible] (Abiul-Pombal)				x	x	x															
Abiul					x	x															
Vila [illegible] (Pombal)																				x	-

x Continuing activity
Activity discontinued

3.3 Caritas is an international social welfare organisation belonging to the Roman Catholic Church. It is represented at national level in Lisbon, the headquarters of the Federation of Diocese Caritas branches. In the Diocese of Coimbra, which numbers 265 parishes with a population of 600,000, its activities cover community development, literacy, activities for the elderly, alcholism, migration, theatre, family support, children's holiday facilities, work camps, the sick, leadership training, individual assistance. Each of these sectors concerns several parishes and large numbers of people, either individually or in groups. In addition, in the suburbs of Coimbra there is a crèche and a kindergarten. These activities are carried out by professionals who can rely on assistance from a central team and technical staff (teachers, social workers, secretaries, instructors), including 25 voluntary workers, a back-up service including audio-visual facilities, a library, residential accommodation, a secretariat, a newspaper in Coimbra («Movimento») and local teams of volunteers. The number of local voluntary workers is estimated at about 1,000.

The Migration Department, whose aim is to make people and communities aware of the social and human problems arising out of migration, to deal with the present problems of migrants and/or their families, to provide for the socio-cultural advancement of members of the community and to participate in its socio-economic development, is organised around community development, literacy work (in conjunction with the Coimbra Directorate General of Adult Education) and French teaching (in co-operation with IMC). An advice bureau is available to help deal with specific problems such as reading letters, obtaining refunds, claiming family allowances, old-age or disability pensions, information.

The community development activities concern all age groups. Programmes are drawn up after study and experiment according to the interests expressed by the communities. They are run by family education staff who work in the field for a period of at least one year.

For children, there are recreational activities, indoor and outdoor games, art, drama and music workshops. For adolescents there are discussions and creative activities. In the evenings, various classes are offered, always based on actual local needs and resources: general hygiene, food hygiene, child care, first aid, home economics, theatre, music, handicrafts, debating, etc.

Adult activities are aimed mainly at enhancing the status of women. Women are still in a position of inequality in relation to men, especially in rural areas. When their husbands or fiancés emigrate, they are deprived, both by social pressure and overwork, of all leisure and all community activities (festivities) apart from mass.

3.4 The Directorate General of Adult Education was established by decree in 1979, as a result of efforts to promote literacy (in 1970 the illiteracy rate in Portugal was between 23 and 27%). It is a part of the Ministry of Education, whose headquarters with a number of central services are in Lisbon, but its operation is fairly decentralised.

The Coimbra district regional co-ordination office works according to the general objectives of the national literacy and basic education plan as formulated by UNESCO, with the aim of achieving «cultural and educational development of the population, with a view to personal enhancement and progressive participation in cultural, social and political life». Activities accordingly include not only literacy but also preservation of traditional culture, craft activities and monuments, the development of domestic arts and crafts, artistic expression (music, theatre, cinema), the production of local newspapers and newsletters, educational visits and excursions.

It works through:

- municipal co-ordinators, who provide liaison between the regional co-ordination office and co-ordinate work at municipal level,
- leader-instructors working directly with the population. They are usually teachers who have applied and been selected to work in this area,
- felloship-holders, who have obtained grants to carry out specific adult education activities.

Subsidies are also granted to various adult education associations.

The regional co-ordination office organises training courses for leader-instructors in order to make them aware of the problems of adult education in Portugal. The approach is very different from that of primary education. It begins by studying the local environment and the needs of the local population in order to decide on activities which fit in with their requirements.

Teaching focuses on «generative themes», such as work, health (hygiene, alcoholism, food), women, emigration, likely to arouse interest, and various learning activities.

The «generative theme» of emigration is used in some municipalities as a stimulus for literacy teaching. Slides illustrate the situation of a woman, Maria, who cannot read and who has to ask her daughter to read her letters from her husband. The daughter suggests attending a literacy class. Maria learns to read and write. She continues to attend classes, which provide her with all kinds of information. As material for this theme, the central services have published a reader «Antonio emigrante». This enables various practical problems to be tackled by showing the difficulties encountered by Antonio: reading road signa, recognising addresses, using the métro, filling out applications, registration forms, cheques, telegrams, etc. This provides an opportunity to discuss the advantages and disadvantages enjoyed or suffered by the women who have remained at home.

This information (like the French classes) will enhance the residents' status and afford them the means of being more amenable with regard to the emigrants during their stays in Portugal. Furthermore, if they are received without mockery or envy, the emigrants will more easily be able to pass on to their friends and families what they have learned abroad.

3.5 The Intergovernmental Committee for Migration (ICM), based in Geneva, has three main objectives: to take charge of and transport refugees and applicants for asylum, to convey them to immigration countries offering them the possibility of permanent resettlement, the development of methodical and planned international migration so as to meet the specific needs both of the emigration countries and of the immigration countries, as well as technology transfer through the migration of skilled manpower, in order to further the economic and social progress of developing countries.

It is officially estimated that one quarter of the Portuguese population is abroad. This explains the Portuguese authorities' interest in co-operating with ICM. A great many programmes and pilot projects are under way. They cover, for example, financial assistance for the transport of emigrants (to Australia, Canada, the United States etc), the placement abroad of migrant workers from Madeira and their vocational training (in hotels and catering) so as to enable them to develop the local tourist industry when they return, the teaching of English to nationals waiting to emigrate, the supply of skilled Portuguese manpower to Venezuela, the repatriation of Africans with a view to developing their country, intensive Portuguese teaching to refugees (from French-speaking Africa and the Middle East) wishing to settle in Portugal.

The project which interests us here concerns the teaching of French and English in Central Portugal to families of emigrants working abroad. The specific aim is to make it easier to reunite families, but more broadly to reduce linguistic and cultural barriers between the regions severely affected by emigration and the community living outside Portugal.

The programme, proposed and approved by the Emigration Institute, was started in the region of Pombal, because of the high level of emigration from there to France. It was then extended to other localities in the dioceses of Coimbra and Guarda.

Teachers were recruited locally, with assistance from Caritas. They are mainly teachers who have lived in France for a number of years. Often they are state teachers and/or have attended the Alliance Française. Before courses began the language course organiser gave them an introduction to the method used.

Evaluation of the first year's work showed that the programme was effective from the point of view both of participants' language use and of better communication between communities.

For further work, a new French course «Cartes sur table» (Hachette), regarded as better suited to the situation than «Alouette», used in 1980-81, was preferred on the advice of the Institut Français. This method is now found entirely satisfactory. There are plans, however, to incorporate other aspects of French culture, using slides, songs, exhibitions of photographs, 16 mm film. Some of these materials will be provided through co-operation with the Institut Français.

Several points of importance for the project's further development may be noted: firstly, the high degree of motivation both of learners and teachers; secondly the interest shown by the whole of the village community (ceremonies for presentation of attendance certificates, number of enrolments). In fact the language classes, in the absence of other activities - sometimes there is not even a football pitch - are regarded as recreation. They draw attention to the lack of educational facilities, but also the possibility of relying on the local élite to remedy the situation. In this respect, they may have a very positive effect (going far beyond the linguistic aspect) on the community, taking advantage of the innovatory potential constituted by the families separated by migration who have contact, directly or indirectly, with the behaviour patterns and the technologies of the immigration countries.

It was noted among the experts that the planned development of the cultural dimension in the French courses would be useful and that it would even be worthwhile including in this approach information concerning the situation of migrants in France and other French-speaking countries: housing, food, consumption, recreation, associations, social security and assistance, educational institutions, etc. The notion of culture (whether it be the culture of the country of origin or of the host country) must include technical, vocational and social aspects of the community with which migrants are confronted. Such information would help future emigrants, the families of Portuguese abroad and girls, some of whom will marry second-generation emigrants, to overcome problems connected with the distance between different experiences of life. It may be noted moreover that this dimension is already present in other project activities.

3.6 Generally speaking, the project leaders consider that evaluation will not be possible until two or three years from now but that some positive results may be observed already.

From the quantitative point of view, these are: the increasing demand to take part in most of the schemes, the interest shown in other localities and the project's geographical expansion, the increasing participation of communities, the growing interaction between various schemes within the same area, a sign of their integration into a whole and of the expansion of their zone of influence.

Qualitatively speaking, experience has improved the skills of the project workers and significantly developed the methodology appropriate to this type of activity.

4. ILLUSTRATION OF THE SITUATION, VISITS

4.1 For the purpose of illustrating the information provided on the emigrants' two-fold cultural reference system, the experts were invited to visit the locality of Cantanhede. A large number of emigrants' houses can be recognised immediately. Some are closed, their owners live there only during the summer; others are occupied. Their architecture, lay-out, gardens and decoration bear witness to various influences. The walls are

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brightly coloured and betray imported taste. The regional custom is to show an emblem, sometimes in ceramics. Here types and colours are mixed, as are religious and national emblems. The emblems themselves vary: St Theresa of Avila, the Eiffel Tower, a skyscraper, a Bolivar or Rio de Janeiro Christ figure. A plaque on one house called «Mon rêve», bears the names of the owners over two flags, one Canadian and one Portuguese. A café bears the name «Luso Venezuela». Also borrowed from Venezuela are the sheds in which a part of social life takes place, the gilt wrought iron of the balconies and railings around the property, lawned gardens and central fountains. A letter box is imported from Canada. Sometimes the property includes another, smaller and older house. It is explained to us that emigrants frequently begin by building a house «for when they marry», comprising barely a kitchen and a bedroom. A more comfortable house, along French lines with fitted kitchen, bedrooms, lounge, bathroom etc, of sound materials, is not built until later. But it is not always used: it would be a pity to spoil a house which has cost such sacrifice. Some owners continue to live in the small house, others use only some of the rooms in the bigger one.

We were received by an emigrant and his family who had returned to Portugal in July 1982. They had just settled into their recently finished house. The house had been built during the summer holidays and during the year, when the wife's parents were able to supervise the work. The house was built on the family property. The family would live from farming and wine-growing. The owner did not wish to invest all his money in the house, since he had to keep his children. The house was spacious and well-equipped: kitchen, dining room, several bedrooms, including one not yet in use, lounge. The father had lived abroad for 17 years: two in Germany, the rest in France. His daughter was 15 years old. She had attended school in Portugal for six years, during two of which she had taken French. Then she had joined her parents in France at the age of 12. She had not attended school there, but had looked after her baby brother while her parents worked. On returning to Portugal, she was learning dressmaking from a neighbour.

4.2 The experts were also invited to visit activity groups in the villages of San Caetano (Municipality of Cantanhede), Seixo de Mira (Mira) and Pombal. It was explained to us beforehand that at San Caetano (population 1,600) social facilities consisted in a primary school and a tele-teaching work station, a chemist's shop and a cultural and recreational centre (football). Emigration had been mainly to Germany and France. Almost all the couples had returned permanently. Social status, depending on one's house, car, bank account and number of cows, was closely linked to the regional economy. Seixo de Mira numbered some 1,160 inhabitants. In addition, 200 families were abroad: France, Germany, Spain. Nearly one-third of the houses in the village were closed. Over the last four years, two or three families every year, usually older couples leaving their children abroad, had returned permanently. The young emigrants often came home for the summer holidays and to get married. Among young girls, marriage to an emigrant was looked upon as a step up the social ladder. Social facilities comprised two primary schools, an infant welfare centre with a crèche and nursery school, a cultural association (theatre, folklore, football),

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a medical centre and a parish social welfare centre, with a recreation centre for the elderly, a literacy centre, a centre for French teaching and socio-cultural advancement. Two banks had been established to deal with the influx of foreign currency from emigrants. Savings were generally invested on return home in the purchase of farm properties. In both villages, habits of hygiene were virtually unknown and food was poor, consisting mainly of sardines and starch. Vegetables were grown for animals, eggs and milk were sold.

We met several groups in these villages, either going about their ordinary activities or assembled especially to meet us. These numerous short visits, as well as affording us a brief glimpse of the situation, were a sign of friendship on the part of participants and an encouragement to the community. We were warmly received with songs, popcorn and discussion. Each visitor was offered a souvenir ashtray made by a Pombal firm. The teachers and activity leaders were most helpful.

We visited French classes working with «cartes sur table». Ages ranged from pre-adolescent to post-retirement. Several participants were already able to speak French, having stayed in France. Most had close relatives there.

In the parish premises (assistance from the church is regarded as a stamp of approval) there were courses on alcoholism, children's education, home economics, emigration. In several schoolrooms and elsewhere there were literacy and arithmetic classes. These were organised by level and went up to preparation for the primary certificate examination (= fourth year). They were attended both by adolescents who had passed school leaving age and who, although backward, could not be accepted at school and young people who had recently returned to Portugal, as well as adults, many of them elderly. One woman emigrant had wished to change occupations on her return. She needed a certificate in order to be able to set up her own business. Some groups were working with «Antonio emigrante».

In the house of one emigrant, who worked on building it in the summer and rented it out during his absence, various activities were organised: domestic crafts: knitting, crochet work and child care for boys and girls. It is hoped, through mixed classes, to bring about changes in lifestyles.

5. CONCLUSIONS: EVALUATION AND TRANSFERABILITY

CDCC Project No. 7 is interested in three types of relationships regarded as fundamental in any form of education, integration and cultural development among migrants: relationship between school and the family, between school and community culture, cultural development and adult education, particularly for women. It was the third type of relationship that was primarily catered for in the Coimbra project. This gives some indication of its value, but also of its limitations.

The experts were very interested by the project's objectives and approved the methodology, which can surely be transferred. They stressed the importance of an operation covering the whole of the community on the basis of real needs. The involvement of local bodies with first-hand knowledge of the situation, already enjoying the confidence of the local

population, and the effort to back-up their efforts was considered wise and effective. Co-operation between bodies working in the community and the co-ordination of their various activities is profitable, as also is the use of local human and material resources. The enthusiasm of the project leaders, the conscientious efforts of all concerned, co-ordinators, teachers and activity leaders, are remarkable. The venture owes much of its success to them.

However, these link-ups seemed somewhat fragile. Firstly, a great deal of reliance is placed on private social self-help and charity services, which in turn rely heavily on voluntary workers. If the project is to last and to be expanded, voluntary workers will have to be given greater backing and more institutional support.

Secondly, two dimensions which are absolutely essential to community development are not well represented in the project: the school and industry.

With regard to the first, the discussion brought out some explanatory factors: the school is not so highly developed an institution in Portugal as it is in the regions which include it or make it the driving force in community education (1): it is grappling with internal problems of equipment, development and teacher training. Its co-operation was sought, but the authorities saw their priorities elsewhere. Secondly, nursery schools are rare and parents do not always send their children to school, even to primary school. The school is accordingly not the best institution for reaching families, especially as its image is not always attractive to adults who have had little or no school education. They prefer to meet on neutral ground. While some kind of moral approval may be useful, it needs to come not from the school, but from the church, which is the community's only meeting place and common point of reference. Responsibility for the children's education lies with their parents; it is they who need to be trained, in order to further their development. Furthermore, the school operates in a rigid framework and lacks the necessary flexibility for dealing with adults. Methods are different. Where classes are given in schools, there are problems of premises, of availability of storage and display space. On the other hand, all the project's activities are open to the whole community, both children and adults. This absence of separation between age-groups is beneficial from the educational point of view. In fact, the evening class tutors sometimes teach in the local primary school during the day (as in the case of the Pombal literacy classes which we visited) and there is some collaboration in some places, particularly through the ICM.

These arguments are convincing and the difficulties of the situation cannot be ignored. Nevertheless, if the community project is not to be confined to a charitable venture on behalf of a deprived population - which would be a worthwhile objective in itself - but to provide a lever for community development, it must be hoped that effective modes of co-operation with the school can be found, in order that it may become,

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(1) cf Project No. 7 case study on School-Neighbourhood Co-operation at Frais-Vallon in Marseilles (DECS/EGT (82) 9) and visit report on the Coventry Community Education Project (DECS/EGT (82) 20).

if not the driving force, then at least a factor for community education. It is important, if the community is moved to take its own development in hand, that the school should be able both to reflect this development within itself and also to place its human and material resources at the disposal of such development.

On the other hand, efforts directed towards regional economic development (vocational training) have not succeeded. In their report, the experts suggested introducing into the project activities connected with managing a budget, investing capital and establishing co-operation between host country and country of origin in the sphere of vocational training for migrants (along the lines of an ICM pilot project).

This raises the problem of north-south relations and the economic and cultural domination of the host countries over the countries of origin.

It is generally held that migrant workers, when they return to their own countries, contribute to its industrial development by virtue of their savings and the skills they have acquired. The facts do not always confirm this hypothesis, either elsewhere (Greece, Turkey) or in Coimbra. In so far as (virtually) the only ones who can return to their place of origin are those who have retired, who have failed in the industrialised countries, whose vocational training is most limited and those who wish to invest in the primary sector, the gap between the more and less well-developed regions grows.

The emigration countries, caught in the vice of north-south relations, have not been able to establish industry and to propose forms of investment to ensure the development of the poorest regions, or to offer employment opportunities which encourage skilled workers to return to their homes.

In the Coimbra project, the intercultural approach has been defined as «acceptance and enhancement of different cultures living together». This approach is certainly right from the local point of view. But it cannot be isolated from the international dimension of intercultural co-operation, without which the efforts of the most deprived regions may be stifled.

The host countries tend to consider the situation of migrants - and their responsibility towards them - only in terms of integration (which concerns them) or of return home (which is not their concern). The information provided during this visit has shown the complexity of migration movements and the extent of interaction at and between the two poles. The problems of development connected with the migration phenomenon and the solution of those problems are beyond the means of individuals and local communities, however dynamic. Only a process of development to which both countries or origin and host countries contribute together can break the «vicious circle» of migration.

The invitation to the Council of Europe experts to visit the Coimbra project constituted (among other things) an appeal to solidarity. The question remains of how the Council of Europe and the member states can answer it.